

# Soquel High School

401 Old San Jose Rd. • Soquel, CA 95073-2213 • (831) 429-3909 • Grades 9-12

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**2019-20 School Accountability Report Card  
Published During the 2020-21 School Year**



## **Santa Cruz City Schools**

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### **District Governing Board**

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### **District Administration**

Kris Munro

## School Description

Soquel High School is a comprehensive public high school located in Soquel, California that educates 1,080 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed to supporting all students to achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

After a comprehensive self-study of curricular programs, Soquel received a maximum accreditation term of six (6) years by the Western Association of Schools and Colleges. Soquel will host a mid-term (3 year) Accreditation visit during the 2020-2021 school year as part of the six year accreditation.

Soquel High School serves students throughout Santa Cruz County. Many students come from the county's urban centers Soquel, Capitola, Live Oak, Aptos, and Santa Cruz, while others come from the agricultural community of Watsonville.

Santa Cruz County's population of 262,382 is 56.8% white, 34% Hispanic or Latino, 5.3% Asian, and 1.5% Black. Located 30 miles south of Silicon Valley, many Santa Cruz residents work in technology. Other important economic sectors are health care, agriculture, and tourism. 86.3% of Santa Cruz County residents over the age of 25 have a high school diploma, and 38.2% of Santa Cruz County residents over the age of 25 have a Bachelor's Degree or higher.

Soquel High's demographic data is similar to Santa Cruz County as a whole. In the 2018-2019 school year, 52.9% of students identified as white and 35.7% of students identified as Hispanic or Latino. 4% of our students are English Language Learners (ELL) and 19.5% are Re-designated Fluent English Proficient (RFEP). 33.9% of students are socioeconomically disadvantaged. 8.7% are part of our Special Education program. Last year, 98% of graduating seniors left Soquel High intending to attend either a four-year college or a community college.

Soquel High School is one of three comprehensive high schools in the Santa Cruz City School District, which serves over 6,000 K-12 students. The Santa Cruz City School District includes six elementary schools, two middle schools, three comprehensive high schools, a continuation school, an independent studies program, and a homeschool program. While some Soquel High Students come from Santa Cruz City School District middle and elementary schools, the majority of our students come from schools in the Soquel Elementary School District and Live Oak School District. Students at Soquel High live within driving distance of several colleges and universities. Santa Cruz County is the home to UC Santa Cruz and Cabrillo College. CSU Monterey Bay and San Jose State University are also close by.

Soquel High School Mission Statement:

Educate - Engage - Empower

Soquel High School Vision Statement:

Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

Soquel High School Values:

Kindness, Collaboration, Equity, Diversity, Integrity, Responsibility, and Safety

The Soquel Staff is committed to ongoing and intentional efforts to improve school climate and culture. A large part of this effort is a commitment to strengthening relationships, and focusing on community. Our comprehensive array of student support is conducted through the lens of Restorative Justice Practices and the continual strengthening of our community.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	224
Grade 10	322
Grade 11	294
Grade 12	238
Total Enrollment	1,078

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	1.3
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.2
White	53.5
Two or More Races	6.3
Socioeconomically Disadvantaged	28.9
English Learners	3.7
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Soquel High School	18-19	19-20	20-21
With Full Credential	48	46	45
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	2	2	2

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	♦	♦	309
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Soquel High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	2	2
Total Teacher Misassignments*	0	2	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Shining Star - Pearson Adopted 2007  English Yes! - McGraw-Hill Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Core Connections - Integrated 1 CPM Educational Program Adopted 2016  Core Connections - Integrated 2 CPM Educational Program Adopted 2016  Core Connections - Integrated 3 CPM Educational Program Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Model Based Biology - MBER Biology Team UC Davis Adopted 2019  Biology - McDougall Littell Adopted 2007  Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020  Chemistry - Pearson Prentice Hall Adopted 2007  Active Physics - Activate Learning Adopted 2018  Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Magruder's American Government - Pearson Prentice Hall Adopted 2006  Economics: Principles in Action - Pearson Prentice Hall Adopted 2006  The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006  World History: The Modern World - Pearson Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Situaciones - D.C. Heath Adopted 2009  Expresate 1 & 2 - Holt Adopted 2011  Vista, AP Spanish - Higher Learning Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Soquel High, constructed in 1962, sits on a 49 acre lot and has three main classroom buildings, each with a courtyard in the center. In addition to the three main classroom buildings, the site has a multipurpose room used as a cafeteria and performance space, several shop buildings for CTE pathway classes (wood, auto, metal), a sustainable agriculture demonstration farm with a variety of plants and animals, and an athletic gymnasium with practice space. A new pool was completed in 2018-2019 using bond revenue. Future projects using bond money include modernization of all classrooms, removing portable classrooms, expanding and renovating the library, and replacing doors/windows/plumbing, and major infrastructure.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/07/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 601: CLOCK NOT WORKING RM 308: LIGHT BULB IS OUT
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	503 WOOD SHOP: SOME OOTLETS DON'T HAVE POWER METAL SHOP: PHONES AND WIFI NOT WORKING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	GIRLS LOWER RESTROOM: SINK IS LEAKING BOYS RESTROOM: URINAL IS LEAKING
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	RM 402: SMALL LEAK IN ROOF
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 321: LOCK IS LOOSE RM 315: LOCK IS SAGGING
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### **CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	71	N/A	64	N/A	50	N/A
<b>Math</b>	41	N/A	46	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**



Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	37	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

#### CAASPP Test Results in Science by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Family Involvement:

Soquel High School is served by various parent and community organizations. The Soquel High Fund is a 501c3 foundation established to support our academic, arts, and athletic programs. In addition to fundraising, the Soquel High Fund supports our alumni network. Other parent forums for participation include the Soquel Music Foundation, The Soquel High School Bond Oversight Committee, The Soquel High School Performing Arts Building Oversight Committee, and The Soquel High School Site Council. Specifically, the School Site Council is responsible for annual input, adoption, and implementation of both the Single Plan for Student Achievement, as well as the Comprehensive School Safety Plan.

Another important parent forum is the English Learners Advisory Committee (ELAC). These meetings are typically held monthly, and are attended by parents of students with Limited English Proficiency (LEP). Parent leaders are chosen in an annual officer election. ELAC officers plan meeting topics such as SHS course offerings, test preparation, college applications and financial aid, using Illuminate to monitor student progress, and more. Every year, AP Spanish 4 students present to the ELAC committee about the needs to Hispanic or Latino and LEP students at Soquel High. ELAC parents also serve the school by providing dinner at Back to School Night and hosting an annual holiday celebration and awards for students who reclassify from LEP to Fluent English Proficient.

Parent leaders can also partner with school staff leaders and participate on the District Budget Advisory Committee, and a variety of other forums that arise to meet the needs of our students. Parents who are not involved in formal organizations have a variety of other opportunities to connect with Soquel High School. Families assist with sports, clubs, and extracurricular activities. Additionally, parents are apprised of school events on Soquel High School's website, electronic roadside marquee, online calendar, and weekly parent newsletter entitled "Knight Notes". Families are encouraged to meet their student's teachers, counselors, and administrators at the annual Back to School Night and our Counseling Program includes multiple counselor and administrator visits to our two feeder middle schools. Monthly opportunities for parental involvement also include the "Principal's Coffee Forum" that serves as a community resource for dialogue with school administration about Soquel High School's programs and services.

Additionally, there are various ways for families to utilize technology resources to monitor their student's academic achievement. Parents and students can use the Student Information System (Illuminate) to monitor grades and attendance. All teachers use Google Classroom to communicate with students and their families. The school website also lists teacher's websites, email, and school phone numbers so families can easily communicate with faculty. Parents can offer additional feedback to our school via electronic surveys.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan (School Year 2020-2021)

The Comprehensive Safety Plan (CSP) for 2020-2021 was reviewed by our School Site Council on January 20, 2021. The safety plan will also be reviewed and updated during our School Site Council meeting on February 17, 2021.

Basic overview of the CSP is reviewed with the staff at the beginning of the school year and teachers can access an electronic copy of this complete plan in one of two locations. One is through their own Google Sites page where all information, such as the faculty handbook, CSP, and emergency related materials are stored and updated as necessary. Additionally, the Santa Cruz City Schools Webpage can provide each teacher can compare all CSP's from each site within the District. Main conclusions for the CSP are taken from attendance, recent WASC three year review, California Healthy Kids Survey, and the Social Emotional Health Survey. Our primary goal is to provide students and staff with a safe and supportive school environment. Additionally, we strive to develop, build, and maintain caring relationships with faculty, staff, families, and students.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.6	6.5	3.2	4.1	3.5	3.5
Expulsions	0.3	0.2	0.2	0.2	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.1	1.8	N/A
Expulsions	0.1	0.06	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	291.4

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.7
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	26	9	31	5	25	13	26	8	25	10	26	8
Mathematics	29	7	16	14	29	8	17	14	27	7	23	7
Science	31		16	8	29	3	20	4	24	10	15	2
Social Science	26	7	14	6	28	1	25	4	29	5	12	12

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			3

Outlined in the 2020-2021 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers. The January 5, 2021 Professional Development Day will be dedicated to both preparation activities for the upcoming Mid-Cycle WASC Accreditation, and LGBTQ Support training in conjunction with Santa Cruz Safe Schools Project. Additionally,

throughout the year staff will participate in various required annual trainings such as Harassment, Threat Assessment, FERPA, Title IX. Later in 2021 (March 5, 2021) a final day of preparation to address upcoming WASC Mid-Cycle visitation (3.21.21-3.22.21) will be offered to all staff.

Additionally, teacher leaders facilitate weekly professional learning during department Professional Learning Communities (PLC)+5. PLC work includes: Revising and developing pacing guides, identifying priority standards, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students. The Soquel High School Staff has adopted ten (10) School-wide Expectations (Tier I) : 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily class agendas; 4. Posting daily Learning and Language Goals; 5. Utilization of "Bell to Bell" Instruction; 6. Peer Assessments; two observations per year. 7. Supporting struggling students by making contact with parents/guardians for all 'F' grades; 8. Restroom Protocol - only one student out at a time; 9. Caring Relationships - Team-building/Ice-breaker activities at beginning of school year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior. 10. Attendance and full participation in weekly Professional Learning Communities to Identify what students should be able to do

Teachers leaders (SCIL) participate in 3-4 professional development days facilitated by district administration. They are also supported via monthly teacher leader/administrative meetings where teachers are provided trainings and can receive support from colleagues and administration. Teachers are always encouraged to attend conferences and trainings; funding is paid for by our school site budgets and for the past two years, from our College Readiness Block Grant.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay partial salaries of our School Community Coordinator, a Pupil Personnel Services (PPS) credentialed school counselor and also provide funding for teachers to support struggling and under-served students during after school teaching/tutoring sessions. A full time Response to Intervention (RTI) Coordinator is also supported through specific Local Control Funding Formula funding.

Outlined in the 2020-2021 Single School Plan for Student Achievement are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,749	851	\$6,898	\$86,341
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.5	2.1
School Site/ State	-11.6	-23.7

Note: Cells with N/A values do not require data.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Soquel High School	2016-17	2017-18	2018-19
Dropout Rate	1.2	2.8	6.9
Graduation Rate	98.4	96.3	91.6

Rate for Santa Cruz City Schools	2016-17	2017-18	2018-19
Dropout Rate	5.9	10	8.1
Graduation Rate	89.1	89	89.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	531
% of pupils completing a CTE program and earning a high school diploma	21.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80.8

#### Career Technical Education Programs

Soquel High offers students preparation for the world of work via Career Technical Education (CTE) courses and a career-focused academy. These courses and programs prepare students in career pathways in the areas of "Sustainable Agriculture and Natural Resources", "Public Safety", "Digital Media", "Construction, Manufacturing and Engineering", "Welding Technology", and "Horticulture/Floral Design". In addition to learning hands-on skills, students are required to complete a resume, cover letter and portfolio of their class work. These assignments are supported by our part time CTE school counselor. The CTE Counselor also assists in community outreach and the fostering of local business relationships corresponding to our CTE Career paths.

In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, while coaches and physical education teachers assist students in exploring careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments that are based on current data on local and national career trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.72
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	64.43

#### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	5	N/A
Social Science	6	N/A
All courses	23	30.8

\*Where there are student course enrollments of at least one student.